

Learning Disability Program

DEFINITIONS

A “learning disability” describes a neurobiological disorder in which a person’s brain works or is structured differently. These differences interfere with a person’s ability to think and remember. Students with learning disabilities generally have average or above intelligence. They may have difficulty processing information which may include collecting, sorting, and/or expressing information. Significant discrepancies exist between the student’s potential for learning and what is actually learned. Learning disabilities may affect the following:

1. **Speaking/listening:**
 - Understanding/following directions
 - Expressing thoughts
 - Staying focused
2. **Reading**
 - Blending & sequencing sounds to form words
 - Discriminating sounds and letters
 - Letter reversals such as b for d
 - Comprehension
 - Omitting or mixing parts of words
 - Reading rate
3. **Writing**
 - Up/down, left/right
 - Copying letters & words
 - Expressing thoughts in logical & precise manner
 - Spelling
4. **Numbers/Math**
 - Seeing steps in a math process
 - Applying number concepts
 - Number reversals: 13 for 31
 - Learning math facts
 - Memorization
 - Problem solving

5. Other problems may include:

- Poor memory
- Low frustration tolerance
- Poor coordination
- Short attention span
- Impulsiveness
- Social skills problems
- Disorganization of personal items

Teachers of Learning Disabled Students

These teachers are professionals specifically trained to identify and remediate specific learning disabilities. They also coordinate the total educational program for the students.

Causes of Learning Disability

A learning disability is not a form of mental retardation, autism, or emotional disability. Nor is it due to environmental disadvantage. In most instances the causes of learning disabilities are unknown.

Services Offered by the Learning Disability Program:

Identification

Most learning disabilities are discovered when problems occur in school. Difficulties with academic achievement and progress occur. Students may be referred for evaluation by a teacher, parent, guidance counselor or anyone concerned about the child’s progress.

Evaluation

Parental permission must be obtained prior to any testing. The student is evaluated by members of the IEP team who considers existing data and additional testing in the areas of oral expression, listening

comprehension, basic reading skills, reading comprehension, written expression, math calculation and math reasoning. The child must demonstrate a severe delay.

Individual Education Plan (IEP)

The IEP team reviews the evaluation results to determine whether the student exhibits an impairment and the need for specially designed instruction in the area of learning disabilities.

If a learning disability and the need for special education are determined, an Individualized Education Plan (IEP) is written. An IEP is designed to best meet the needs of the student including academic, social and/or vocational needs. Specific goals and objectives are outlined. The IEP team also develops a placement offer which indicates the setting in which the plan will be implemented. Written parent consent to the placement is required prior to the delivery of services outlined in the IEP.

Learning Disability Programming

Learning disability teachers work with and provide services to students in a variety of ways. Students may work with the Learning Disability teacher individually or in small groups depending upon need.

The Learning Disability teacher works with students to remediate basic skill deficits, provide support with the regular classroom, and consults with the classroom teacher to enhance the Learning Disability student’s chances for success. In the upper grades the Learning Disability program also works to prepare students for life beyond high school through career counseling, work experiences,

compensatory skills, self-determination/ self-advocacy skills, and other needs that prepare students for post high school goals and opportunities.

Parent resources such as the following are available from the Student Services Office:

An Introduction to Special Education

Special Education in Plain Language

Statement of Non-Discrimination

It is the policy of the School District of Poynette that no person may be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational, or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital, or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

For more information contact:
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Program

**POYNETTE SCHOOL DISTRICT
Poynette, Wisconsin**